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ABSTRACT

Foreign students enrolled in colleges and universities in the United States represent a broad range of cultures and could provide the intercultural experiences and wider world view that American students need. At present, however, interaction between these foreign students and their American classmates is minimal. A survey of foreign student advisors and instructors from 16 community colleges in nine states indicated that food fairs, student fairs, and international student clubs were the primary means of bringing American and international students together. Few academic programs appear to exist where American and international students can meet and exchange ideas, yet the classroom is the best place for a campus to begin to widen its horizons. Courses can be designed to focus on intercultural communication or to take up the minority viewpoint on historical, political or social issues. Foreign students can also be invited to guest lecture in appropriate courses. A sampling of foreign students enrolled at Prince George's Community College (Maryland) indicates that the idea of using international students in the classroom gets a favorable response from international students. Some 72% of those surveyed enjoyed being asked to speak about the views and actions of their countries. Similarly, those colleges and universities that have used foreign students as teachers in various ways have reported some significant success with their programs. More campuses, however, need to involve themselves to a much greater degree with international education. (RBW)

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INTERNATIONAL STUDENTS

AS TEACHERS

IN COLLEGE CLASSROOMS

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"Student-Faculty Interaction: Intercultural Communication Issues"
70th Annual Meeting, Speech Communication Association
November 3, 1984
Chicago, Illinois

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"[t]he very survival of our democracy depends on how well we are going to understand the rest of the world, especially the developing countries and nonwestern world..."[1] To whom should we turn to learn this understanding? University of Minnesota Professor Josef Mestenhauser argues that "[p]erhaps it is the academic institution upon whom it is incumbent to pursue even more of this international education and understanding for if we do not do that, there won't be, perhaps, many other agencies that will."[2]

Gerald Leinwand, president emeritus of Western Oregon State College sees the college's role as even larger in scope.

> Through the internationalization of the curriculum and the campus, we seek not only to improve general and professional education, enrich the instructional process, broaden the vision and insights of students and faculty, and enhance the quality of campus life, but also to challenge the nation's colleges and universities to build a new social order on a global scale.[3]

If we can accept, then, the important role the colleges and universities can play in educating Americans with a global perspective, the next question deals with methods to achieve such essential education. This paper describes some efforts colleges and community colleges are making toward internationalization.

It is not difficult to establish that international students are increasingly present in American educational institutions. R. Michael Paige cites the following from OPEN DOORS:

> In the academic year 1954-55, there were 34,232 foreign students enrolled in U.S. higher-education institutions; in 1979-80...286,300 foreign students were enrolled in 2,651 colleges and universities.[4]

> By the beginning of the 1980s, the annual census by the Institute of International Education indicated that there were 300,000 foreigners with student visa enrolled in colleges and universities in the United States...with the possibility that this number might exceed one million before the end of the century.[5]

These figures suggest that on the college campuses, all around the nation, are representatives of diverse cultures who can provide intercultural experiences that American students need.

Rather than use the language of foreign student as "resource," implying an opportunity to use foreigners as much as possible, following perhaps an ancient American tradition, this author prefers to suggest foreign students act as teachers. Their teaching should serve their own interests as it helps Americans develop a greater world view. Surely all nations of the world and the future peace of the world stand to gain if Americans become more open to the diverse cultures of the world, if Americans at least become more aware of their own ignorances.

This paper will offer some of the goals of colleges and universities as they develop programs using international students in the classroom. It will describe the extent of the activities designed for foreign student and American student sharing at some universities and community colleges. Finally it will present international student views of such activities.

Many doubts have been expressed about the validity of such a teaching experience. University administrators point to such problems as "language barriers, reluctance on the part of professors to yield their authority, belief that the foreign student is not sufficiently prepared, even in matters dealing with his or her own country, and scheduling problems."[6] Festinger's theory of cognitive dissonance seems to apply to the seemingly hostile reactions of some American students. Mestenhauser

has found those reactions to be associated with fear of confrontation and conflict and with a fear of being made to feel guilty for American affluence.[7]

Mestenhauser spoke in March, 1983, of his chairperson who argued that the international students "didn't have the analytical skills and perspectives with which to convey the little information they do have."[8] He pointed out that the chairperson's culture bound perspective in judging knowledge solely by analytical skills is a good example of the very need for increased exposure to other cultures.[9]

A further barrier has been a financial one. Mestenhauser notes in speaking of a state legislature that it "is very constituency oriented and [is] having a hard time trying to figure out the rationale for [intercultural programs]."[10] Foreign students are seldom part of the constituency.

Changes in the classroom may be the right type of approach to internationalizing the campus, given current monetary limitations. Leinwand suggests that " as much as 90 percent of what needs to be done as a basic foundation for internationalizing on a campus can be done without a single nickel from the outside. It is an internal commitment; rearrangement of resources and renewal of faculty dedication...plus administrative support."[11]

What goals could the college or university seek to achieve? Creating awareness of the need for the teaching seems the first goal, given that "we sometimes don't know that there are other people's perspectives because we don't know that there are other perspectives to begin with."[12] It is this issue, the diversity of perceptions and the rightness of all perceptions, that other nations' approaches are not merely infant forms of our

own best way, which experienced trainer L. Robert Kohls identifies as the most difficult concept to teach Americans.[13] So to succeed in teaching this concept establishes a campus commitment to internationalization and fulfills the most difficult goal, perhaps, of intercultural education as well.

A second goal of intercultural education is that of broadening the scope of the course being taught. That "disciplines are reductionist"[14] often works against this goal.

A third goal is a shift from teaching that is totally product-oriented to process-concerned teaching. Mestenhauser argues that how ideas get transferred cross-culturally is as important as the differences and similarities of those ideas.[15]

A fourth goal that use of foreign students can fulfill is that of personalizing information about cultures. Mestenhauser believes one cannot know a culture without knowing people from that culture personally.[16]

Finally, consistent with the first goal, is that of helping American students "to step out of their own cultural shell, or cultural mind, to understand someone from another culture."[17]

The extent to which universities, colleges and community colleges now offer opportunities for intercultural exchange is of course difficult to determine. Many techniques are known only to the instructors who use them. Some examples are provided in this paper to show the diversity of approaches at some colleges. The author seeks further information on specific professors who make innovative efforts in the classroom to foster the exchange of information and attitudes.

The author sought to gage the efforts made on community college

campuses toward enhancing interaction between American and international students. Following are some of the results of a survey of foreign student advisors and instructors from sixteen community colleges in nine states: California, Florida, Maryland, Massachusetts, Michigan, New Jersey, New York, Texas, and Wisconsin. (Appendix I.) On the average, 2.3% of all full and part-time students at these schools are international students. ("International student" was defined as "a student, citizen or non-citisen, who is not native to the United States and has learned American English as a second language.") Three schools had no international students, to the knowledge of these representatives.

When asked "What, if any, special on-campus activities seek to bring American and international students together?" four responses were NONE, and others indicated holding a Food Fair, a Student Fair, and other socials. Five indicated the International Student Club, many stating that it is open to all students.

When asked, "What, if any, on-campus forums help international and American students to meet and to exchange ideas?" five responded NONE, and others listed International Student Organization, International Student Week, athletics, student fairs, and a Presidential Reception. Only one indicated a planned forum, on the topic of religious diversity. Two felt there was no need for such forums on the campus.

In response to the issue of techniques used in the classroom, four respondents knew of particular techniques used by instructors to "include the perspective of international students" in the classroom. Four others knew of instructors who used intercultural differences as a teaching tool.

When asked "Do you believe such [international student-American student] interaction should be a goal of your community college?" only one

of ten responding felt it should not be a goal.

What should a campus do to internationalize? Leinwand points out that many at campuses will point to their exchange programs, study abroad programs, foreign language requirements, area studies programs, number of foreign students, or number of grants in international education and wonder why they are not thus internationalized. "[I]f these activities do not develop the awareness and sensitivity needed in a globally literate person, then the international objectives have not been achieved."[18] It would be essential to know if American students at community colleges surveyed attend sessions sponsored by International Student groups and if one Presidential reception or shared participation on an athletic team paves the way for such sensitive, aware sharing of cultures.

There are a wide variety of alterations that can be made in the classroom to reverse the common process of majority teaching minority. Most radically, whole courses can be designed. A course in Intercultural Communication is an example. Courses may also be offered to teach a minority point of view of history, for example, or perspective on political or social issues. The University of Minnesota, for example, offers "Cross-Cultural Perspective on Development and Underdevelopment: Case Studies of Nigeria, Thailand and Turkey" and "Global Issues: Hunger and Population."[19]

The University of Iowa's Rhetoric program offers two sections of the course entirely designed in an intercultural perspective. The sections are composed of approximately half American and half international students, with more international students visiting to take part in exercises.[20] Following this example, separate sections of existing courses in a variety of disciplines could orient teaching to an international perspective.

Units of a course which allow foreign students to complement materials in the course could be appropriate in a diversity of subject areas. At the University of Minnesota, fifteen faculty members from agriculture, home economics, business, education, medicine, pharmacy and liberal arts involved foreign students in their course teaching.[21]

For such presentations, Mestenhauser and Barsig offer a list of suggested ways for foreign students to adapt to the expectations Americans have of their speakers (Appendix II) and to help Americans audiences overcome their anxieties to participate (Appendix III). These lists come from ideas of foreign students who participated in University of Minnesota programs. In their book FOREIGN STUDENTS AS TEACHERS: LEARNING WITH FOREIGN STUDENTS, these authors identify the attitudes and skills the international student must have. (Appendix IV.)

Surely many communication professors have attempted to bridge the gap as the author has done both at Southwest Missouri State University and Prince George's Community College, arranging for foreign students from the International Club or from her classes to guest lecture in Introductory Speech Communication and/or Interpersonal Communication courses for a unit on cross-cultural communication. The foreign student visitors are asked to plan their remarks around the issue of actions or beliefs appropriate to one country that would be bizarre, immoral, offensive, or just misunderstood in the second country. The American students find the class a non-threatening opportunity to ask the questions they would be too fearful to ask a stranger walking past them in the halls of campus. The international students find they break the ice and develop friendships with American students through this experience.

The University of Iowa's The International Classroom Program

schedules foreign student speakers to classrooms on and off the university campus. They encourage speakers to prepare for predictable questions on the topics of education, dress, social structure, government, economics, geography, and miscellaneous issues as food, holidays and amount of technological advancement in their countries.[22]

In addition to public speaking, the interview seems a useful form of communication for the learning of intercultural information and perspective. Gary Althen of the University of Iowa helped faculty incorporate Americans interviewing three foreign students into the Rhetoric class.[23] Interviewing offers the additional benefits of creating a closer tie between two people of differing cultures and creating a more informal atmosphere for discussion. Students could be required additionally to write a journal entry about the experience of each interview.[24]

The use of international students in the classroom seems an idea that gets favorable reaction from many international students. John Reichard, executive vice president of the National Association for Foreign Student Affairs, has no doubt that foreign students would be glad to participate in classroom activities on intercultural issues. "most foreign students...do like to contribute. In fact, many are frustrated that they seem to be able to give so little."[25]

To further explore students' perceptions, this author surveyed ninety-four international students at Prince George's Community College who are currently enrolled or have previously passed Speech 101F, Introduction to Speech Communication for Foreign Students. (Appendix V.) These students have attended the community college for one to six semesters, an average of 1.94 semesters.

Prince George's Community College has a total international student enrollment of 761 during the semester this survey was conducted, Fall, 1984. These international studnnts represent 5.5% of the total P.G.C.C. full and part-time enrollment of 13,949. Students come from many countries; the highest numbers, in order, come from Korea, Phillipines, India, Victnam, Nigeria, Ethiopia and Jamaica.

A total of 68% of those responding said they have gotten to know MANY or SOME international students; 41% have gotten to know MANY or SOME American students. Eighteen percent know no American students. This is the situation despite the fact that 73% attend classes in which students are mostly American. Such information may lead one to question how lasting the effects of sharing classrooms with American students.

Seventy-two percent of all surveyed like being asked to speak about the views and the actions of their countries. When asked why they liked or did not like to speak about the views and the actions of their countries, 28% did not like to speak for such reasons as they do not know enough about their countries or they feel uncomfortable with their abilities in speaking English. Others expressed futility as their reason, as "the (American) students are narrow-minded so it is just a waste of time."

Many of the 72% who responded that they liked to speak expressed pride in their countries as a reason. Others wrote of communication as a tool to improving images. Here are some examples.

"Yes (I like being asked to speak) because almost everyone has wrong ideas about my country and they think that we are terrorists." "Yes, so that they will be educated about it and not just have vague preconcieved notions." "Yes, because I would like them to know how third world is different from America." "Yes, because wherever you go human is human

but because of media propaganda they think Americans are the best...I want to prove wrong such a movie like 'Tarzan' and 'Idi Amin.'" "In my point of view, every human being is brother and sister, however, sharing a new experience, knowing and understanding in culture is an important element to get close to each other."

Some wanted to speak to practice their English, and some wanted this experience to facilitate making friends.

Though this survey shows some strong evidence of international student interest in sharing cultural views in the classroom, they percieve less interest on the part of their professors. Of those students enrolled in classes which are primarily American, 72% said they are NEVER asked to share experiences or knowledge from their countries. Only 9% said they were OFTEN asked. Fifty-seven percent agreed that their professors are interested in learning about their countries; 43% disagreed. Forty percent felt American students are interested in learning about their countries; 60% felt they are not. Sixty percent felt American students would not like to learn more about their cultures. And the same split appeared on the statement: I am learning Americans' culture but they are not learning my culture; 60% agreed and 40% disagreed.

More than half of the respondents, 58%, believed American students respect their attitudes; 42% believed they do not. What opportunities have these students had to share cultural attitudes and knowledge with American students? Of eighty-eight respondents:

40% have spoken in class on issues related to their cultures

22% have spoken to a group of American students on campus outside of class on issues related to their cultures

28% have spoken to a group of Americans off campus on issues related to their cultures

50% have informally told students about their cultures

Colleges and universities that are using foreign students as teachers in various ways report some significant success with their programs.

The University of Iowa's Rhetoric program changes resulted in effective learning of "analytical skills by emphasizing differences in viewpoint and in lines of argument...providing a framework for analyzing communications situations."[26] American students' comments suggested, "My skill in critical thinking was increased," "I was stimulated to discuss new ideas in and out of class," and "...instructor emphasized ways of solving problems rather than solutions."[27] "[n]early all students expressed the opinion that the intercultural component of Rhetoric classes should be maintained or even enlarged."[28]

Mestenhauser and Barsig offer values of intercultural learning for the United States student that include the following:

> preparation to work with people from foreign countries
> learning to respond to new ideas and perspectives that the fluctuating job market will require
> learning how the United States is seen by others
> learning to make important foreign policy decisions
> dealing with a diversity of teaching styles
> learning first-hand information[29]

Both the University of Iowa and University of Minnesota programs results reported a great deal of student enthusiasm reflected in such actions as taking a foreign student home over Christmas break, writing research papers on intercultural topics for other classes, holding class reunions, and attending activities at the International Center.[30] However minor those efforts may seem, they at least demonstrate increased interest in intercultural education.

Additionally at the University of Iowa

> Teachers found that quiet, shy U.S. students seemed to "come out of their shells" and talk more in the intercultural classes...students were compelled to pay serious attention to the process of communicating with others,

> and thus became more receptive to others' comments. This attentive atmosphere seemed to be more hospitable for the shy students than the usual discussion atmosphere in which it is only the louder and more assertive students who are heard.[31]

Teachers using international students as teachers also reported successful reactions from international student participants. EFL instructors at the University of Iowa reported that their foreign students expressed great enthusiasm for their participation in intercultural Rhetoric. They enjoyed being perceived as experts, having lengthy discussions with American students, and seeing "that U.S. students had their own communication problems even when using their own language.[32] Mestenhauser and Barsig reported that foreign students were able to enhance their credibility and integrity in the classroom and feel part of a better atmosphere at the university.

Further the international students felt positive about the increased knowledge American students had of their countries and values. Their roles as students seemed to be altered from receiver of information to equal, cooperative participant. They had improved their communication skills and thus their leadership skills as well. Such student participants establish greater credibility on campus for the foreign students who come after them as well.[33]

This author strongly believes that more campuses need to involve themselves to a much greater degree with international education. The classroom and on-campus activities can provide the opportunities which students may not find on their own. To develop awareness and sensitivity, these activities should be on-going and an inherent part of campus activity and curriculum planning. More work is needed to collect and share the activities of various instructors at many campuses. More

research is needed to evaluate effectively the effects of programs attempted. More creative ideas could create an encouraging atmosphere for shared education between American and international students.

This author plans to continue gathering information on what activities colleges and community colleges have developed using international students as teachers. She hopes to create new ways to achieve successful international sharing in various communication course classrooms.

The state of Oregon legislature has proposed tuition waivers "if there is concrete evidence that the foreign student will make a specific contribution to the citizens of the state."[34] Such initiative offers optimism for the increased visibility of the foreign student as teacher.

APPENDIX I.

SURVEY OF COMMUNITY COLLEGE STAFF WORKING WITH INTERNATIONAL STUDENTS

Please fill out both sides of this form by October 12, 1984 and mail to:

Marlene C. Cohen
Department of Speech and Theatre
Prince George's Community College
Largo MD 20772

For the purposes of this survey, international student is defined as a student, citizen or non-citizen, who is not native to the United States and has learned American English as a second language.

1. What is the number of international students at your community college?

   _____

2. What is the total enrollment of students on your campus?

   _____full time _____full and part time

3. Does your college offer international-student only classes? If so, please list these by full title.

4. Does your college offer special sections of classes for international students only? If so, please list.

5. What, if any, special on-campus activities seek to bring American and international students together? Please describe them.

6. What, if any, on-campus forums help international and American students to meet and to exchange ideas? Please describe them.

Inform and persuade: How to relate to U.S. students in class:

*Speaking to students in class is different from speaking in interpersonal situations.

*You alone should determine *what* to say.

*But, many can help you with suggestions on *how* to say it.

*American audiences generally expect two things from a speech: they like to be informed and persuaded but generally do not react well to ritualistic speeches or forceful argumentation. Since they expect to learn something, they expect explicit speaking, no indirection or extreme subtlety. Some cultures prefer the latter style, but this is not true in the U.S.

*Let the audience know the purpose of your speech and its expected impact.

*Be simple and clear. Avoid getting off the subject. Be precise and well organized.

*Use facts which students can check. Use reasoning only in connection with evidence the students can follow and support. (You want the audience to react: "By gosh, s/he is right.")

*In introductory comments, briefly explain how many areas you intend to cover. Concentrate only on a few important points. This gives the audience an idea how long you will speak.

*Use brief summaries during the presentation and again at the end. If you refer back to what you said earlier, you demonstrate to the audience that you have a well-planned and organized presentation, logically tied together; that you develop your ideas well, and know what you are doing.

*Do not be afraid to repeat; that helps the audience remember major points in your speech.

*To diminish language problems, speak slowly and distinctly, and repeat major points. Encourage audiences to ask for clarification.

*If you are afraid of audiences, do not think about how you look and sound. Concentrate solely on the subject.

APPENDIX III. 36

How to help U.S. students overcome anxieties

*Be as open as possible; encourage questions about any subject, even difficult ones. Respond to all such questions without defensiveness.

*Try not to become emotional over issues or ideas.

*Seek the same freedom for your views.

*Learn to criticize tactfully.

*Describe your own or other foreign students' anxieties in meeting unknown or unfamiliar situations in the U.S.

*Determine the various sources of your anxieties and identify alternative ways of dealing with them in a "problem-solving" manner.

Is this program for you?

Before deciding whether this program is for you, please consider some of the following points drawn from experiences with the program at the University of Minnesota. The program is for you:

*if you think foreign students, because of their cultural background, can make a meaningful contribution to the education of U.S. students;

*if you are willing to contribute about two hours per week voluntarily, but with commitment and enthusiasm;

*if you have genuine concern for the future of international educational exchange, including study and travel abroad of U.S. students;

*if you understand that the problem is not merely the isolationism and withdrawal of Americans, but also a problem of what foreign students believe, do and say, and how they present themselves;

*if you understand that educating Americans about their international responsibilities is not a simple matter of telling them to be responsible, but a more complex problem of cross-cultural relations which must begin with foreign students' sophisticated understanding of Americans, their country and culture;

*if you've thought carefully about your own cross-cultural experiences in the U.S. and related them to thoughts about your re-entry to your home country;

*if you are concerned with creating a genuine atmosphere of academic freedom in which both you and American students can express yourselves, thus making a personal contribution to a high level of academic endeavor;

*if you are willing and able to talk freely about yourself, your life experiences in your home culture, conditions there, the way in which the U.S. affects them, and other culturally significant variables (We realize that in some cultures this may be a very difficult undertaking.);

*if you understand that the program has to be attractive and meaningful to the U.S. students and faculty and you have the capacity to assess their expectations, cultural perspectives and biases, in addition to being effective in the interpersonal skills that enable you to present your ideas in a genuine and constructive way;

*if you have the empathy and compassion for others in their quest for personal and intellectual growth and care enough to help them achieve that goal.

If you agree with these points, then this is also your program. Your foreign student adviser and your faculty can tell you how the program can be started on your campus and how you can become a part of it. You also may wish to order the handbook, *Learning With Foreign Students*[1], which will help you assess the contribution you can make to the education of U.S. students. Similarly, you may wish to encourage your foreign student adviser to obtain from NAFSA a collection of documents, forms, course proposals, syllabi of courses, evaluation forms, surveys of interest in the program, suggested methods of implementation and research evaluation, which has been produced at the University of Minnesota during the three-year project.[2]

APPENDIX V.

SURVEY OF INTERNATIONAL STUDENTS AT COMMUNITY COLLEGES

The information from this survey will be used by Marlene Cohen, Assistant Professor of Speech at Prince George's Community College, in her work on the role of the international student on community college campuses in the United States.
CHECK THE APPROPRIATE ANSWER TO EACH QUESTION.
PLEASE ANSWER EVERY QUESTION THAT APPLIES TO YOU. FILL OUT BOTH SIDES OF THE FORM. THANK YOU.

1. How long have you been a student at Prince George's Community College?

   Semesters 1____ 2____ 3____ 4____ 5____ 6____

2. Have you gotten to know many international students while at P.G.C.C.?

   Many _____ Some _____ Few _____ None _____

3. Have you gotten to know many American students while at P.G.C.C.?

   Many _____ Some _____ Few _____ None _____

4. Are you attending any classes in which most of the students are American?

   Yes _____ No _____

5. If the answer to #4 is Yes, in those classes are you ever asked to share experiences of knowledge from your country?

   Often _____ Seldom _____ Never _____
   Write here some of the things you have talked about to your class:

   _____

   _____

   _____

6. Do you like being asked to speak about the views and the actions of your country?

   Yes _____ No _____
   Please tell why or why not.

   _____

   _____

   _____

For each statement below, check whether you agree or disagree with the statement.

7. My professors are interested in learning about my country.

   Agree _____ Disagree _____

8. My professors show bias against my culture or race.

   Agree _____ Disagree _____

9. I am encouraged to talk in my classes which have both American and international students.

   Agree _____ Disagree _____

10. [redacted]erican students are interested in learning about my country.

    Agree _____ Disagree _____

11. I am learning Americans' culture but they are not learning my culture.

    Agree _____ Disagree _____

12. I would like more opportunities to share my past experiences with American students.

    Agree _____ Disagree _____

13. American students respect my attitudes when they are different from their attitudes.

    Agree _____ Disagree _____

14. I like telling my classes of my knowledge of non-American cultures.

    Agree _____ Disagree _____

15. American students would like to learn more about my culture.

    Agree _____ Disagree _____

Check each of the following which you have done in the past year:

16. _____ spoken in class on issues related to my culture

17. _____ spoken to a group of American students on campus outside of class on issues related to my culture

18. _____ spoken to a group of American off campus on issues related to my culture

19. _____ informally told students about my culture

THANK YOU FOR YOUR INFORMATION! Marlene Cohen

NOTES

[1]Josef Mestenhauser, "Maximizing the Contribution of Foreign Students in Internationalizing the Campus," paper presented at American Association of State Colleges and Universities conference, Washington, D.C., March, 1983, p. 1.

[2]Ibid.

[3]Gerald Leinwand, WITHOUT A NICKEL: THE CHALLENGE OF INTERNATIONALIZING THE CURRICULUM AND THE CAMPUS (Washington, D.C.: American Association of State Colleges and Universities, 1983), p. 3.

[4]R. Michael Paige, "Cultures in Contact: On Intercultural Relations Among American and Foreign Students in the United States University Context," HANDBOOK OF INTERCULTURAL TRAINING, ed. Dan Landis and Richard Brislin, III (Washington, D.C.: SIETAR, 1983), p. 102.

[5]Leinwand, p. 45.

[6]Ibid., p. 30.

[7]Josef Mestenhauser and Dietmar Barsig, FOREIGN STUDENTS AS TEACHERS: LEARNING WITH FOREIGN STUDENTS (Washington, D.C.: National Association for Foreign Student Affairs, 1978), p. 4.

[8]Mestenhauser, p. 2.

[9]Ibid.

[10]Ibid., p. 7.

[11]Leinwand, p. 39.

[12]Mestenhauser, p. 2.

[13]Robert L. Kohls, interview, December 9, 1983.

[14]Mestenhauser, p. 3.

[15]Ibid.

[16]Ibid.

[17]Leinwand, p. 21.

[18]Ibid.

[19]Mestenhauser and Barsig, p. 1.

[20]University of Iowa, FINAL REPORT: ACTIVITIES RELATED TO THE PROJECT ON 'INTERNATIONAL DIMENSIONS OF GENERAL EDUCATION AT THE UNDERGRADUATE LEVEL' (Iowa City, Iowa: University of Iowa, undated), p. 2.

[21]Mestenhauser and Barsig, p. 1.

[22]Lynn Tu and Francis Boakari, COORDINATORS, THE INTERNATIONAL CLASSROOM PROGRAM (Iowa City, Iowa: University of Iowa, October 30, 1981), 1-2.

[23]Gary Althen, "Taking Intercultural Communication into the Classroom," READINGS IN INTERCULTURAL COMMUNICATION, V (Pittsburgh: Intercultural Communications Network) 120-21.

[24]Mestenhauser and Barsig, p. 2.

[25]Leinwand, p. 29.

[26]University of Iowa, p. 3.

[27]Ibid., p. 4.

[28]Ibid.

[29]Mestenhauser and Barsig, 8-9.

[30]University of Iowa, p. 5.

[31]Ibid.

[32]Ibid.

[33]Mestenhauser and Barsig, 7-8.

[34]Leinwand, p. 29.

[35]Mestenhauser and Barsig, 9-10.

[36]Ibid., p. 8.

[37]Ibid., iv-v.

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